DOCUMENT RESUME

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IDENTIFIERS	*Effective Reading Programs; Right to Read

ABSTRACT

This program, included in "Effective Reading Programs...," serves about 1,400 students from two junior high schools. Approximately 25 percent of the students have a reading deficiency of at least two grade levels. The goal of the program is to provide individualized reading instruction to enable all students to reach their full potential. Placement is made on the basis of tests and teacher recommendations, and a prescription is written for all students according to their needs. In the seventh grade, in addition to the language arts and social studies classes, daily reading classes are held for 45-minute periods. The reading period includes individual skills; group skills; vocabulary-oriented games; reading-related activities such as puzzles, programed reading lab work, or skill sheet work; and one or two free-reading days. The eighth- and ninth-grade classes are a continuation of the seventh-grade program and are also based on skill need, activity, and free-reading days. Classes are kept as small as possible, and individual work is assigned to focus efforts on a particular skill. (WR)

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THE PARKROSE HEIGHTS AND FREMONT JUNIOR HIGH READING PROGRAM PORTLAND, OREGON

PROGRAM SIZE AND TARGET POPULATION

The program serves about 1,400 students from 2 junior high schools. Approximately 25% of the students have a reading deficiency of at least 2 grade levels.

YEAR STARTED

The program began in 1972.

STAFF

At both junior high schools, a reading specialist coordinates the program, serves as a resource teacher, and directs testing. Reading instruction is done by classroom teachers whose in-service training includes 2 summer workshops. Volunteer parent aides and student aides are also included.

MAJOR FEATURES

The goal of the program is to provide individualized reading instruction to enable each student to reach his potential. Placement is made on the basis of tests and teacher recommendations, and a prescription is written for each student according to his needs. The Parkrose Criterion-Referenced Reading Test has been developed to identify students who have met minimum competencies. In the seventh grade, in addition to the language arts and social studies classes, daily reading classes are held in both schools for 45-minute periods. The reading period includes individual skills; group skills; vocabulary-oriented games; reading-related activities such as puzzles, programmed reading lab work, or skill sheetwork; and 1 or 2 free-reading days. The eighth- and ninth-grade classes are a continuation of the seventh-grade program and are also based on skill need, activity, and free-reading (enrichment) days. At Fremont, the eighth- and ninth-grade students receive reading instruction on the average of two 45-minute periods each week as part of the English class. At Heights, the eighth- and ninth-grade students receive a 3-week block of reading instruction during each 12-week term. During this time block, students may make elective choices in the English classes that include vocabulary and spelling development, speed reading, reading skills in subject areas, and individual reading. In all 3 grades, classes are kept as small as possible, and individual work is assigned to focus efforts on a particular skill.

FACILITIES, MATERIALS, EQUIPMENT

Materials from the classroom, library, and remedial reading room are utilized. In addition to books and paper backs, a variety of workbooks, worksheets, laboratory kits, and games is used. Filmstrip viewers, cassette recorders, controlled readers, and reading pacers are also provided.

COST

The total cost of the instructional materials for a class of 30 is $300. The average, annual per-pupil cost for the regular district program is $1,400. The initial per-pupil cost of this program exceeds that by less than $50.

FOR FURTHER INFORMATION

Joanne Hosman
Reading Specialist
Parkrose Heights Jr. High School
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Portland, Oregon 97230

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Fremont Jr. High School
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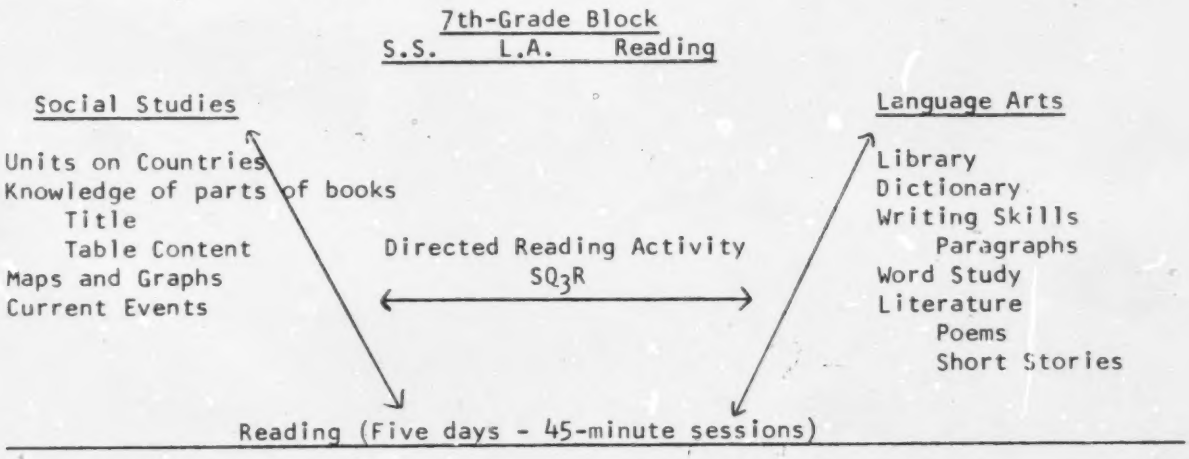
Portland, Oregon 97220

Cost of a descriptive packet - $1.00

CS 001 923

THE HEIGHTS SEVENTH-GRADE PROGRAM

The two-phased seventh-grade reading program, started in the fall of 1972, is a part of the seventh-grade block program of Social Studies, Language Arts, and Reading. The one phase of the program is reading as a part of the subject being taught, Language Arts, Social Studies. The second phase is reading as a separate subject taught for 45 minutes daily. This part is designed to give each student two or more individual skill days, a group skill development day, a vocabulary-oriented activity day, and two free reading days.



Monday
Group A - Activity Day
Group B - Skill Day

Tuesday
Group A - Free Reading
Group B - Skill Day

Wednesday
Group B - Activity Day
Group A - Skill Day

Thursday
Group B - Free Reading
Group A - Skill Day

Friday
Group Day

The Heights Eighth- and Ninth-Grade Program

A formal program of teaching reading has been initiated in the eighth- and ninth-grade English classes. The program is a continuation of the seventh-grade individualized reading program, with the addition of reading electives being offered second and third quarters. Electives include Vocabulary and Spelling Development, Speed Reading, Reading Skills in Subject Areas, Individualized Reading, and Reading and Conference.

Reading is taught two days a week and English three days a week. A suggested schedule is drawn in Section Five: Samples.

The Fremont Seventh-Grade Program

The seventh-grade reading program started in the fall of 1972. The 7th graders have a block class which is comprised of social studies, language arts, and reading. Each subject has one period of time everyday and all are taught by the same teacher. During the reading periods, approximately one-half of the students (30 students) report to the 100 wing resource area. The other half remain with the classroom teacher where directed reading activities take place. A full time teacher aide is in charge of the resource center. Reading crossword puzzles, programmed reading skills, and 100's of paperback books are available for use there.

The Fremont Eighth- and Ninth-Grade Program

The program in these grades is an attempt to continue to provide reading instruction throughout the junior high years. Reading is taught within the English class structure which meets only one period each day in both 8th and 9th grades. Approximately 2 days are allotted to reading and 3 days to language arts skills. On reading days approximately one-half of the students have a free (enrichment) reading period. For those remaining students requiring skill improvement, reading skills are prescribed on the basis of student test scores and materials assigned on the basis of student need and interest.

Parkrose Public Schools
April 4, 1974

Minimum Reading Competencies required for graduation. Parkrose Criterion-referenced Reading Tests have been developed to measure the following performance objectives.

Program Goal

1.3 The student comprehends the printed material needed to succeed in his educational, vocational, social, and personal interests and inquiries.

Course Goal

1.3.1 The student is able to comprehend the author's main idea.

Behavioral Objectives

1.3.1.1 Given five selections to read, (at approximately 7th-grade level), the student is able to identify the main idea in each.

Performance Objective

1.3.1.1 After reading five selections, the student will identify the main idea in each with 80% accuracy.

Parkrose Public Schools
April 4, 1974

Component: Personal Development

Sub-Area: 1.0 Communication

Graduation Requirement: Reading

Program Goal

1.3 The student comprehends the printed material needed to succeed in his educational, vocational, social, and personal interests and inquiries.

Course Goal

1.3.2 The student is able to comprehend an author's organizational plan, and presentation of subordinate details to support the main idea.

Behavioral Objective

1.3 2.1 Given two selections to read, the student is able to identify the subordinate details that support the main idea of each.

Performance Objective

1.3.2.1 After reading two selections, the student will identify the subordinate details that support the main idea of each with an accuracy of 80%.

Parkrose Public Schools
April 4, 1974

Component: Personal Development

Sub-Area: 1.0 Communication

Graduation Requirement: Reading

Program Goal

1.3 The student comprehends the printed material needed to succeed in his educational, vocational, social, and personal interests and inquiries.

Course Goal

1.3.3 The student is able to order events, ideas, or time sequentially in selected readings.

Behavioral Objective

1.3.3.1 Given a selection to read, the student is able to identify the sequential order appropriately.

Performance Objective

1.3.3.1 After reading the selection, the student will identify the sequential order with an accuracy of 80%.

Parkrose Public Schools
April 4, 1974

Component: Personal Development

Sub-Area: 1.0 Communication

Graduation Requirement: Reading

Program Goal

1.3 The student comprehends the printed material needed to succeed in his educational, vocational, social, and personal interests and inquiries.

Course Goal

1.3.4 The student is able to draw relationships from material read.

Behavioral Objective

1.3.4.1 Given five selections and a number of responses for each, the student is able to identify the response best related to the selection.

Performance Objective

1.3.4.1 After reading five selections, the student will identify the response best related to the selection with 80% accuracy.

Parkrose Public Schools
April 4, 1974

Component: Personal Development

Sub-Area: 1.0 Communication

Graduation Requirement: Reading

Program Goal

1.3 The student comprehends the printed material needed to succeed in his educational, vocational, social, and personal interests and inquiries.

Course Goal

1.3.5 The student is able to comprehend the meaning of selected words from sentences or paragraphs through the use of context clues.

Behavioral Objective

1.3.5.1 Given five selections containing words to be defined, the student is able to identify the meaning of each.

Performance Objective

1.3.5.1 After reading five selections containing words to be defined, the student will identify the meaning for each with an accuracy of 80%.

Parkrose Public Schools
April 4, 1974

Component: Personal Development

Sub-Area: 1.0 Communication

Graduation Requirement: Reading

Program Goal

1.3 The student comprehends the printed material needed to succeed in his educational, vocational, social, and personal interests and inquiries.

Course Goal

1.3.6 The student is able to draw inferences from material read.

Behavioral Objective

1.3.6.1 Given three selections and a list of conclusions, the student is able to identify the most suitable inference.

Performance Objective

1.3.6.1 After reading three selections, the student will identify the most suitable inference for each with 80% accuracy.

Explanation of the Remedial Reading Program

Remedial reading at Parkrose Junior High is offered to students who have a reading deficiency of two or more grade levels and who may profit by reading instruction in a small group.

Students who are eligible for this program are recommended by counselors, teachers, parents, the student himself and/or the remedial reading teacher. Screening for remedial reading services includes observation, reading test results, formal reading test results, informal word recognition test, informal reading inventory, and conference with the prospective student.

The remedial reading classes do not usually exceed ten students and meet fifty minutes daily, Monday through Friday. Each student in the program receives individual conferences, individual reading instruction, progress reports to parents and pre/post testing. Remedial reading is taken in place of an elective.

Remedial Reading Classroom

POINTS FOR PERFORMANCE AND PRIVILEGES

	=	10 points	SKILL
X	=	10 points	STORY
0	=	10 points	ORAL READING

50 points = 1 pass in the room
Free Reading
Talking
Homework
Rest

*100 points = 1 pass in/out of the room
Listen: to the radio, cassette, records, recorder, Reading Machine
Games (reading type only)
Blackboard writing
Visitors
Library (Resource Center or other room with teacher permission)

150 points = 2 passes in/ out of the room
Same privileges, but more often!
*Also, choice of FREE Magazine - Each Week!

Suggested Schedule for Seventh-Grade Reading Program
1974-75

September

1st week
1. Introduce the Reading Program
   a. purpose of reading
   b. 5-day cycle
   c. variety of materials
2. SRA
   Pre-test and start Power Builder
3. Refer nontested students to the reading specialist

2nd/4th week
1. SRA
2. Individual conferences with each student
   test results and prescriptions
3. Introduce "Free Reading" materials
4. Introduce Activity Day
5. Introduce V/G "Muddled Meanings" worksheet

October

1st/4th week
1. Start 5-day cycle
2. Mid-mester progress report to parents

5th week
1. SRA Power Builder

November

1st week
1. Introduce SRA Rate Builder

2nd/4th week
1. 5-day cycle
2. Inventory materials and prepare budget
3. End of First Tri-mester - Fill out Student Progress Sheets

December

1st/2nd week
1. Book Project and report

3rd week
1. SRA Power/Rate Builders

January

1st/3rd week
1. Introduce RFU lab
2. Progress Report to parents - Mid-mester

4th week
1. 5-day cycle

February

1st/3rd week
1. 5-day cycle

4th week
1. SRA Rate/Power Builders

March

1st week
1. SRA Rate/Power Builders
2. End of Second Tri-mester - Fill out Student Progress Sheets

2nd/3rd week
1. "Being a Detective" Context Clue Packet

April		
	1st/2nd week	1. Book Project and Report
	3rd/4th week	1. 5-day cycle
May		
	1st/2nd week	1. SRA RATE and Power Builders 2. Parkrose Reading Competency Test
	3rd week	1. Bond/Balow Post Test
	4th week	1. SRA/5-day cycle/book project/etc. 2. Start Individual Conferences with students Test results and prescriptions
June		
	1st/2nd week (and there ain't no more)	1. Continue individual conferences 2. Progress reports to parents 3. Fill out Student Progress Sheets 4. Take Inventory

Teacher Information for Writing Prescriptions

Main Idea 3.1

S.S.S. - Getting the Main Idea, books E-F
R.F.M. - "Getting the Main Idea," books 7 & 8
S.W.B. - "Getting Main Idea"
Reading Concepts, books G-H, question #6

Details 3.2

S.S.S. - Getting the Facts, books E-F
R.F.M. - "Getting the Facts," books 7 & 8
S.W.B. - "Spotting Details"
Reading Concepts, books G-H, questions #1 & 5
Reader's Digest, book I, Comprehension Questions

Sequencing 3.3

S.S.S. - Sequencing, book F
R.F.M. - "Making an Outline," books 7 & 8
S.W.B. - "Order of Events"

Relationships 3.4

S.S.S. - Using the Context, books E-F
R.F.U. Lab Cards #20 - 40

Context Clue 3.5

S.W.B. - "Understand Words in Context"
Worksheet of 4 exercises on context clues

Inferences 3.6

S.S.S. - Drawing Conclusions, books E-F
R.F.M. - "Drawing Conclusions," books 7 & 8
S.W.B. - "Drawing Conclusions"
Reading Concepts, books G-H, questions 4, 7, 8, 9

S.S.S. = Specific Skill Series
R.F.M. = Reading for Meaning
S.W.B. = Short World Biographies
R.F.U. = Reading for Understanding

+ 7th only
* 8th only

Prescriptions

I Vocabulary

+ SRA Power Builder....."Learn about Words" Sec. A & B; levels 3-12
+ Word Analysis packets...V-M/E 4th and 5th level

Crossword puzzles
- Scope Visuals #6 V-E
- Scope Visuals #7 V-M
- Scope Magazine crossword puzzles V-M
- Read Magazine crossword puzzles V-H

Reading for Meaning Workbook....."Getting the Meaning" book 7-12

* Grow Word Power V-H

Worksheets V-H; levels 8th +
- Get the meaning from Context, ex. 1-4
- Look Behind the Word
- Word Associations..Worksheets #4-#7
- Word Definitions (3 sets) Ex. 1-4 each
- Syllable---letters

Worksheets V-E; levels 3-4
- Homonyms..3 sheets
- Word Recognition...context clues

Reading Concepts books E (4); F (5)
G (5-6); H (+)

Worksheets V-M; levels 5-7
- Which Word Is It?
- Word Recognition
- Using the Correct Word
- Synonyms..2 sheets
- English Lang. from Others
- Antonyms Practice
- Word Meaning
- Do Words Ever Fool You?
- Words Can Sound Alike
- Word Association #2

II Reading for Information

Reading for Meaning workbook..."Getting Facts;" Main Ideas; Best Title" books 7-12

Specific Skills Series
- Getting the Facts, Books D (Level 4); E (5); F (6+)
- Getting the Main Idea, books E (5); F (6)

Reading for Concepts, books E, F, G, H

III Reading for Relationships

Specific Skills Series
- Using the Context, books D (level 4); E (5); F (6+)
- Locating the Answers, books D, E, F
- + Following Directions, books D, E, F

Reading for Meaning workbook..."Making an Outline" books 7-12

RFU-lab (Reading for Understanding)
- Levels 5th grade - 14th (Approximate card levels--1-10 = 5th
  11-20 = 6th; 21-30 = 7th; 31-40 = 8th; 41-50 = 9th; 51-60 = 10th
  61-70 = 11th; 71-80 = 12th; 81-90 = 13th; 91-100 = 14th.

Worksheets Rel-M
- Sequencing exercises 3 sheets

IV Reading for Interpretation/Appreciation

Specific Skills Series
- Drawing Conclusions, books D (level 4); E (5); F (6+)

Reading for Meaning workbook...."Drawing Conclusions" books 7-12

* Grow Word Power, sections on Word Analogies and Geographic Analogies

+ Worksheets Int/App-I-H
- Word Analogies exercises 1-13
- Geographical Analogies, exercises 1-3

* Overall For Eighth Grade Only

Readers Digest, Level 1 = 7th; 2 = 8th; 3 = 9th; 4 = 10th

Patterns for Reading, 8th and 9th level

PARKROSE HEIGHTS JUNIOR HIGH SCHOOL
INDIVIDUAL READING PRESCRIPTION

NAME_____ School Year 1975-76

AREAS TO IMPROVE:

_____Vocabulary _____Reading for realtionships

_____Reading for information _____Reading for interpretation/appreciation

PRESCRIPTION:

GRADE _____
PARKROSE FREMONT JUNIOR HIGH SCHOOL
INDIVIDUAL READING PRESCRIPTION

STUDENT NAME_____ SCHOOL YEAR_____

TEST DATA:

METROPOLITAN READING S C O R E _____

BOND BALOW HOYT SCORES V F R I A

_____ _____ _____ _____ _____

TOTAL _____

OTHER: VOC: COMP:

_____ _____ _____

INFORMAL READING INVENTORY INSTRUCTIONAL LEVEL

_____

- - - -

PARKROSE HEIGHTS JUNIOR HIGH READING TEST DATA

NAME _____

M Score _____ Year _____

6th Grade Spring (Pre) Test

B/B/H	V	Inf.	Relation.	Interp.	Apprec.	Total	Average

M Score _____ Year _____

7th Grade Spring (Post) Test

B/B/H	V	Inf.	Relation.	Interp.	Apprec.	Total	Average

Parkrose Criterion Competency Test
(Approximately 7th Level)

M.I.	Detail	Sequence	Relation	C.C.	Inf.	Certified
1.3.1	1.3.2	1.3.3	1.3.4	1.3.5	1.3.6	

M Score _____ Year _____

8th Grade
Parkrose Criterion Competency Test

M.I.	Detail	Sequence	Relation	C.C.	Inf.	Certified
1.3.1	1.3.2	1.3.3	1.3.4	1.3.5	1.3.6	

9th Grade Year _____

M.I.	Detail	Sequence	Relation	C.C.	Inf.	Certified
1.3.1	1.3.2	1.3.3	1.3.4	1.3.5	1.3.6	

STUDENT_____

READING TEACHER_____

Dear Parent:

Instead of sending the regular reading report card, we thought it would be more meaningful to compare the results of the reading test your child took last May with those of this year's test.

Keep in mind that the test scores are not exact, but only approximations of their reading level. A child's score may be affected by such things as guessing or how he feels at the time of the testing. Also, of the child was quite a bit above grade level last year, the test may not show as much gain, since this particular form of the test is geared more toward grade level.

If you have any questions about the test results or this year's reading program, you may call _____.

	May, 1974	May, 1975
Vocabulary	____	____
General Comprehension	____	____
Average Vocabulary and Comprehension	____	____

In addition to the Bond/Balow test the Parkrose District Reading Competency test was given. The passing of this test by grade 12 is required for graduation from Parkrose High School. There are 6 sections. An X indicates passing of a section.

Parkrose Reading Competency Test

Main Idea _____ Sequencing _____ Context Clues _____

Detail _____ Relationships _____ Inferences _____

COMMENTS: _____

_____

_____

_____

_____

Mr. Roberts
Reading Improvement

PROGRESS REPORT

STUDENT _____

GRADE _____

Parent's Signature

1st 12 weeks _____

2nd 12 weeks _____

3rd 12 weeks _____

Your child has been included in a reading improvement class designed to provide additional help for students who need it.

The student must demonstrate a willingness to cooperate and have a positive attitude.

The student is scheduled for 1 mod (approximately 45 minutes) every day.

The Bond, Balow, Hoyt Developmental Reading Test was administered at the onset of the program and will be given again each term. Note the prescription sheet which is included in the student folder. It identifies general reading level and areas of strength and weakness.

The student folder contains a record of his work. There are stories selected and read by him with his responses to assigned questions. There are skill exercises which relate to the stories and may include such things as speed reading, (use of mechanical eye training machines) free reading, (book reports), and study skill assignments which relate directly to a specific school subject. Also, great emphasis is placed on Oral reading from stories or skills completed by the student. You can be of help in this regard by having your child re-read orally what he has done in class.

For further information pertaining to your child and/or this program, please call me at Fremont Junior High, 252-3411, extension 267. It is possible to ask for a conference or even come to class for a visit.

Respectfully,

Robert O. Roberts

Mr. Roberts
Developmental Reading

QUESTIONNAIRE
WHAT DO YOU LIKE TO READ?

I. Reading at Home
   A. Newspapers
      1. How much time do you spend a day reading newspapers? _____minutes
      2. List your three favorite sections of the newspaper:
         a._____ b._____ c._____
   B. Magazines
      1. What magazines do you read regularly in your home?

         a._____ c._____

         b._____ d._____
   C. Books
      1. Approximately how many books are in your library at home? _____
      2. How many of these books have you read? _____
II. Reading at the Public Library
   A. Do you have a library card? _____; is it active? _____
III. Use of the School Library
   A. Do you know how to find books you want without the librarian's help? _____
   B. For what is the card catalog used? _____
IV. Reading and other Recreation
   A. What subject do you like best in school? _____
   B. What subject do you like least in school? _____
   C. What do you like best outside of school? _____
   D. What kind of work do you want to do when you leave school? _____
   E. Have you read any books because of the movies you have seen? If so, name them. _____
   F. Have you read any books because of television shows you have seen? If so, name them. _____
   G. As you know, some young people like to read books during their spare time; others don't. Why do you think some teen-agers enjoy reading books when they have time? _____
   H. Write the titles of three books which you have enjoyed this year:

      a._____ b._____ c._____
   I. Underline the four kinds of stories you like best. Write the title of a favorite story after each type you underline.
      a. Animal and outdoor life_____
      b. Action and adventure_____
      c. Ghost and other mysteries_____
      d. Mechanical things (airplanes, etc.)_____
      e. Romance or love_____
      f. War stories_____
      g. Space travel or fiction_____
      h. Home life and interesting people_____

Mr. Roberts
Reading Improvement

Directed Reading Activity - Betts
(Lesson Plan)

I. Readiness:
   A. Introduction of story - read or discuss
   B. Preview the story - pictures, captions, footnotes, and notes about the skills or author
   C. Questions to answer in the story - problems, theme, characters to watch for
   D. Vocabulary - define and discuss new or difficult words, terms, and names
   E. Experience - discuss background of individual student's personal experiences with the story's subject

II. Silent Reading: (timed or untimed)

III. Comprehension of Story:
   A. Discuss orally answering questions raised earlier. Discuss topics or questions provided in the book.
   B. Test the comprehension of content by means of some written exam.
   C. Provide vocabulary exercises using words from the story

IV. Oral Re-reading:
   A. Locate descriptive passages in the story and read orally for pleasure
   B. Find specific information for answering questions, stating theme, or analyzing characters and re-read

V. Follow-up procedures:
   A. Write composition on a chosen topic or person
   B. Give oral reports on author or characters in the story
   C. Dramatize the story
   D. Draw the characters or illustrate the main idea with original captions
   E. Make a bulletin board display of the story
   F. Bring in additional books or bibliography by the same author or from the same type of story
   G. Prepare a diorama or project which illustrates the story and report on it
   H. Prepare a time chart noting the sequence of events in the story
   I. Others.....
   J. Provide individual help for students needing additional training in comprehension skills and vocabulary development

Reading Materials Available in the Classroom

Skill Development Materials

Reading for Meaning Workbook (books 7-12; RL 7-12)

Specific Skill Series (books D - F; RL 4-6+)
- Drawing Conclusions
- Following Directions
- Locating the Answers
- Using the Context
- Getting the Facts
- Getting the Main Idea
- Detecting the Sequence

Reading for Concepts (books E - H; RL 4 - 6+)

*Patterns for Reading (RL - Jr. Hi.)

*Grow in Word Power (RL - Jr/Sr. Hi.)

*Improve Your Reading (Part 1-4; RL 7 -10)

+Better Reading by Gainsburg

+Advanced Skills in Reading book 1

*Advanced Skills in Reading book 2

*Sprint (Speed Reading)

*Speed Reading for Better Grades

Laboratory Kits

*Reading Line Lab (Reading in Subject Areas)
- English Language and Literature
- Science
- Mathematics
- Social Studies
- Business
- Vocational-Technical

+SRA Labs 111a and 11b
SRA Reading for Understanding Lab

Worksheets

+Vocabulary Group
- V-G Vocabulary Activity (What would you do with...)
- V-G How to be a Detective - Context Clues
- V-G Muddle Meanings
- V-G Definitions - square
- V-G T/F "Irate Man"
- V-G What is your Surname?
- V-G Fun With Words

Vocabulary - Individual

V-I-E Homonyms (there/their)
V-I-E Homonyms (knight/night)
V-I-E Homonyms (they're/there)
V-I-E Word Recognition (Plate)
V-I-M Word Association Worksheets 1 & 2
V-I-M Synonyms (ancestors)
V-I-M Synonyms (weary-tired)
V-I-M Word Meanings (sprout/spout)
V-I-M Words Can Sound Alike
V-I-M Words Ever Fool you?
V-I-M Word Recognition (Iron)
V-I-M Homonyms (whole-hole)
V-I-M English/Other languages (Fez/tulip)
V-I-M Which Word Is it?
V-I-M Using the Correct Word (Mandolin / Gyroscope)
V-I-M Antonym Practice #4
V-I-H Definition Exercise Set A #1,2,3,4
V-I-H Definition Exercise Set B #1,2,3,4
V-I-H Definition Exercise Set C #1,2,3,4
V-I-H Homonyms (new/Gnu/knew)
V-I-H Vocabulary T/F "Irate Man"
V-I-H Symbols Sound Like Single Letters (easy/EZ)
V-I-H Getting the Meaning from the Context (Exercise #1,2,3,4)
V-I-H Look Behind the Word
V-I-H Word Association Worksheets #3,4,5,6,7

Information - Individual

Inf-I-E Comprehension
Inf-I-M Story "Cod Liver Oil"

Relationship - Individual

Rel-I-M Sequence (David)
Rel-I-M Time Line
Rel-I-M Sequence - Part II
Rel-I-M Advantages/Disadvantages

+Interpretation/Appreciation - Individual

Int/App-I-H Geographical Analogies #1,2,3
Int/App-I-H Word Analogies #1,2,3,4,5,6,7,8,9,10,11,12

Games

Ad Lib
Password
Probe
Scrabble
Scribbage
Spill/Spell
Crossword puzzles

Free Reading Materials

You and Your World (Newspaper)
+ At Your Own Risk
* Cities
* I've Got A Name
+ Larger Than Life
+ Guiness Book of World Records
+ A Family is a Way of Feeling
+ Coping
+ Who Am I
+ Rebels and Regulars
+ Ways of Justice
+ Something Strange
+ Spotlight
+ Countdown
+ This Cool World
+ The Winner's Circle
* Jobs in Your Future

+ Seventh Grade Materials only
* Eighth Grade Materials only
RL = Reading Level

Reading Materials Available in the Library

Laboratory Kits

Bowmar Records, Inc. (booklets, filmstrips & records)
- Custom Cars
- Drag Racing Funny Cars
- Drag Racing
- Dune Buggy Racing
- Horses
- Karting: Fun on Four Wheels
- Mighty Midgets
- Motorcycles
- Motorcycles Racing
- Snowmobiles
- Slot Car Racing
- Surfing
- Teen Fair
- V.W. Bugs

SRA Spelling Lab

Heath Urban Reading Program (3 filmstrips; 3 records; 20 stories in each kit; classroom set for each story; duplicating masters)

- Making a Difference Kit
- A Matter of Nerve Kit

Acoustifone Reading Unit E6 and E7
(10 filmstrips, cassette tapes/tape, essay sheets; answer sheets for ea. unit)

EDL Sight Vocabulary (5 booklets; 8 filmstrips)
EDL Control Reader Story Set I-J (5 booklets; 25 filmstrips)
EDL Control Reader Story Set H-G (5 booklets; 25 filmstrips)

Machines

Tape recorders
Studymate (for filmstrip and cassette tape)
Filmstrip viewer

Free Reading Materials

Paperbacks (a variety of reading selections and reading levels)

The Incredible Series
- The Long Scanch
- Blondin, Hero of Niagara
- The Cardiff Giant
- Joshua James

Reading Materials Available in the Remedial Reading Room

Skill Development Materials

Parkrose Reading Exercises
- Level 1, Sets A-E
- Level 2, Sets A-E
- Level 3, Sets A-E
- Level 4, Sets A-E
- Level 5, Sets A-E
- Level 6, Sets A-E

Action I Series (RL 2-3; books + ditto masters)
- The '50 Ford
- A New Life for Sarita
- Silver Dollar Mystery
- The House that Half-Jack Built
- The Ratcatcher of White Stone

Action II Series (RL 2-3; books + ditto masters)
- One Punch Away
- No Girls Allowed
- The Race Driver
- Crash at Salty Bay
- The Girls Who Knew Rule One

Specific Skill Series (Levels A-F; RL 1-6+)
- Working with Sounds
- Drawing Conclusions
- Locating Answers
- Getting the Main Idea
- Getting the Facts
- Using the Context
- Following Directions

Reading for Concepts (books A-H; RL 1.9-6.9)

I-Med Reading Workbooks (RL 3-7)

Morgan Bay Mystery Series (RL 2)

Reading for Meaning Workbooks (books 4-12; RL 4-12)

Better Reading by Gainsbury

The Magic World of Dr. Spello

Gateways to Correct Spelling

Guidebook to Better Reading

Conquest in Reading

Phonics We Use (F)

How to Improve Your Reading by Witty

Reading Incentive Series

Mystery in the Sky	Level 3.0
Swamp March	Level 4.0
Full Speed Ahead	Level 5.0
Venus Bound	Level 6.0
To Climb a Mountain	Level 7.0

Step Up Your Reading Power (books A-D)

Word Analysis Packets (Intermediate Level A-C)

Laboratory Kits

SRA Spelling Lab IIIa
SRA Synchroteach for SRA Lab IIIa
SRA Reading For Understanding Lab

Machines

2 Cal-Rheem Perceptamatics (plus booklets with view master reels for levels 1, 2, 3, 4, 6, 7, 8 and phonics)

EDL Controlled Reader
8 Reading Pacers
Tape Recorder
Primary Typewriter

Worksheets

(The dittos and samples of all worksheets and charts pertaining to the seventh, eighth, and ninth grade programs are in the Remedial Reading Room file cabinet)

Phonics Worksheets
Crossword Puzzle worksheets
Dictionary Packet (alphabetizing)

Games

Sentence Cube Game
Password
Scrabble
Spill/Spell

RL=Reading Level

FREMONT

A STATEMENT OF READING BOOKS FOUND IN THE 100 WING FOR 7th GRADE STUDENTS

Allyn & Bacon, Inc.

		Grade Level	Int. Level
20 copies	Beyond the Block, Dr. Whelock High Interest--Low Vocabulary	4	8
20 copies	Winner's Circle, Dr. Mason High Interest--Low Vocabulary	3	7

Field Educational Pub.

Happenings, Mary Sullivan

4 copies	Chili Peppers	4.2
4 copies	The Pancho Villa Rebels	4.2
4 copies	Rattrap	4.3
4 copies	Jokers Wild	4.6

Books are designed for the disadvantaged, discouraged, or reluctant reader at any level of growth in reading development. Stories deal with the "Now Problems."

Globe Book Company

1 copy Programmed Reading, Jerrold Glassman

1. Programmed learning in Reading.

Provides a program for one child in many areas of the basic skills. ie., Finding the Main Thought

Finding Key Sentences in Paragraphs.

Noting Supporting Details

1 copy Word Study for Improved Reading, A. Allen Robbins

Covers material and skills that have been missed by students along the way.

Hits - Words and Vocabulary

Inventory on Students--gives you information, background, and insight to student needs.

Globe Book Company - Cont'd

		Grade Level	Int. Level
1 copy	Better Reading - A Teachers Manual. Gainsburg & Spector		
	1. Several selected worksheet suggestions for many of the basic skills. 2. Excellent idea and activity book. 3. Teacher's Answer Key is in separate paperback.		
	Harper & Row		
15 copies	Searchlights	7	
	Good literature--past - present Authors provide questions		
	Attention given to: Understanding & appreciation of literature.		
	Focus on: Knowledge of language by studying words, phrases, and sentences.		
15 copies	From Pilots to Plastics	7	
	Reading in Subject Matter Areas.		
	1. Basic skills as they apply to academic areas--continuation from Searchlights. 2. Development of skills for content areas. 3. Book contains--readings, encyclopedia entries, how-to-do-it articles, maps, charts, graphs, time lines, and etc.		
	See manual.		
	Holt, Rinehart, and Winston, Inc.		
20 copies	Sounds of Mystery, Bill Martin, Jr.	4	
20 copies	Sounds of a Young Hunter, Bill Martin, Jr.	5	
20 copies	Sounds of a Distant Drum, Bill Martin, Jr.	6	
20 copies	Sounds of Jubilee, Bill Martin, Jr.	7	
	Provide a variety in stories and approach. High motivation		

	McGraw-Hill Webster	Grade Level	Int. Level
3 sets	Reading Shelf I	3-6	7-8-9

1. To be used with individual student
2. One story or selection per book
3. High interest - low vocabulary
4. 20 individual titles

Reading for Concepts, Wm. Liddle 1.5-6.5

3 copies each of A, B, C, D, E, & F
5 copies each of G, & H.

1. This is a series of eight books A - H.
2. Concepts are:
   Change is a part of life.
   Some changes happen faster than others.
3. Stories are focused on content areas.
4. Teacher instructions found in front of book.
5. New approach to reading.
   Pretest, Picture, Purpose--Discussion
6. Stories short and to the point.
7. Helpful with the hard to reach child.

Webster Everyreaders

1 copy each 12 Titles (Classics)	4, 5, 6	7-12

1. These books are selected from the great literature of the world.
2. They are high interest books written with controlled vocabulary (low) and uncomplicated sentence structure.
3. They retain the flavor of the originals and provide mature content, dramatic plot structure, and eye appealing format.

Macmillan

5 copies ea. Gateway English--

1. Manual is excellent
2. Material is current, vital--allows for critical and creative thinking.
3. 5 copies each:
   Rebels and Regulars
   Something Strange
   Ways of Justice
   Western Sampler
   Striving
   Creatures in Verse
   Two Roads to Greatness
4. Important to use Manual & Dittos--both excellent. Unless we are able to reorder 10 more--these will have to be used with small groups.

Media Research Associates

		Grade Level	Int. Level
	Mott Basic Language Skills Progeam, Allied Education Council Semi programmed books on basic phonetic analysis skills.....	1.5-4.5	
1 copy ea.	1301 Consonants 1302 Vowels 1303 Rule of C 1304 Digraphs 1305 Diphthongs 1306 Word endings		

Merrill Mainstream Books

15 copies	Courage Under Fire	T.M	4-7
15 copies	Against the Odds	"	4-7
15 copies	They Were First	"	4-7
15 copies	In New Directions	"	4-7
15 copies	People Like You	"	4-7
15 copies	Strategies	"	4-7

1 Kit Building Reading Power — 4.5 & above

1. Programmed Reading Kit--Basic Skills
   To be used with students having 4.5 reading level or higher.
2. Start with group of five students--work at their own rate of speed.
3. As soon as one of the original five is through the first section--he taps another student to begin the set.
4. Train one student as instructor of how to use.
5. Train one student to collect records.

15 copies Variations

Ideas in Literature

It is to meet Junior High School students demands:

- for action
- for "trying on" life
- for orientation toward the future
- for ideals
- for variety

New York City Board of Education

		Grade Level	Int. Level
4 copies	A Practical Guide to Individualized Reading		

Excellent book on individualized reading. It provides the teacher with a practical guide of organizing her class in individualized reading.

1. Philosophy
2. Experiences & Procedures - Skills
3. Evaluation
4. Summary - advantages
   Record keeping - good

Scott, Foresman

40 copies	Open Highways	4-6	7

Student books
Teachers Ed.
Skillbooks

This book is to be used in class with low average and average students.

40 copies Dimensions

Student books
Teachers Ed.
Skillbooks

This book is to be used with the upper 1/3 of your class.

It may also be used 2nd semester for the average reader that has completed Open Highways.

Students may enjoy reading these articles for a foundation as to the purpose of reading. Located in the back of the Guidebook:

"Students and their Reading" G.G. Jenkins
"Adapting Rate of Reading to Purpose of Material" Helen M. Robinson
"Encouraging Personal Reading" Charlotte S. Huck

READING RESOURCES: 8th & 9th — Fremont Junior High School

Mechanical Equipment:

	Publisher
Reading Accelerators	S.R.A.
Flash X	E.D.L.
Tachistoscope	E.D.L.
Controlled Reader	E.D.L.
Cassette TAPE Player & Recorder	Craig
Record Player	
Come To Your Senses (Filmstrip on Writing)	

Literature Books and Reading Books (Paper back)

Approx. Reading Level		
7	Adventures for Readers Book I	Harcourt Brace
8	Adventures for Readers Book II	Harcourt Brace
7	Worlds of Adventure	Bailey and Leavell
8	Worlds of People	Bailey and Leavell
9	World to Discover	Bailey and Leavell
8	Adventure for You Companion Series	Harcourt Brace
7	Adventure Ahead Companion Series	Harcourt Brace
7	How to Improve Your Reading	Paul Witty S.R.A.
7-8-9	Better Reading Book 1, 2, 3	S.R.A.
7-8-9	New Horizons Book 1, 2, 3	Laidlaw
2.5-7.5	Reading Incentive Series	Webster McGraw-Hill
3	Mystery in the Sky	Webster McGraw-Hill
4	Swamp March	Webster McGraw-Hill
5	Full Speed Ahead	Webster McGraw-Hill
6	Venus Bound	Webster McGraw-Hill
7	To Climb a Mountain	Webster McGraw-Hill
3	Winners Circle (7th Interest)	Allyn & Bacon
4	Beyond the Block (8th Interest)	Allyn & Bacon
5	This Cool World (9th Interest)	Allyn & Bacon
6	The Big Ones (10th Interest)	Allyn & Bacon
7	Open Highways	Scott Foresman
7	Dimensions	Scott Foresman
4	Sounds of Mystery (Bill Martin)	Rinehart & Winston
5	Sounds of a Young Hunter	Rinehart & Winston
6	Sounds of a Distant Drum	Rinehart & Winston
7	Sounds of Jubilee	Rinehart & Winston
7	Searchlights on Literature	Harper Row
7	From Pilots to Plastics	Harper Row
7	Variations	Merrill Pub.
4.2	The Pancho Villa Rebels	Field Educational
4.2	Chili Peppers	Field Educational
4.3	Rattrap	Field Educational
4.6	Jokers Wild	Field Educational
4-7	Mainstream Books	Merrill Pub.
	Courage Under Fire	Merrill Pub.
	Against the Odds	Merrill Pub.
	They Were First	Merrill Pub.
	In New Directions	Merrill Pub.
	People Like You	Merrill Pub.
	Strategies	Merrill Pub.
4-5-6	Wise Owl Books	Holt, Rinehart, Winston

Literature Books and Reading Books Cont'd

Approx. Reading Level		Publisher
7-8-9	PLAYS - Jr. Series	Scholastic
	Dino & Other Plays	Scholastic
	Teacher, Teacher, & Other Plays	Scholastic
	The Winner	Scholastic
4-6	PLAYS for Reading	Educational Progress
	Gateway English	Macmillan
7	Level 1	
	A Family Is a Way of Feeling	Macmillan
	Who Am I	Macmillan
	Coping	Macmillan
8	Level 2	
	Striving	Macmillan
	A Western Sampler	Macmillan
	Creatures in Verse	Macmillan
	Two Roads to Greatness	Macmillan
9	Level 3	
	Rebels & Regulars	Macmillan
	Something Strange	Macmillan
	Ways of Justice	Macmillan
6-11	Scholastic (THEME) Paperbacks	Scholastic
3-4	Bowmar Books	Bowmar
3-6	Reading Shelf I & II	Webster McGraw-Hill
4-5-6	Everyreaders (Classics)	Webster McGraw-Hill

Skill Laboratories and Kits

5	(Green)	Skilpacer KITS	Random House/Singer
6	(Tan)	Skilpacer KITS	Random House/Singer
7	(Olive)	Skilpacer KITS	Random House/Singer
		Mission Read	Random House/Singer
		Launch	Raondom House/Singer
		Challenge	Random House/Singer
		Search	Random House/Singer
		Reach	Random House/Singer
4.6-6		Building Reading Power LAB	Merrill
4-5-6		Reading Skills LAB	Houghton Mifflin
4-5-6		Word Analysis Practice Cards Level A,B,C	Harcourt Brace
2.0-2.9		Action LAB Unit Book 1,2,3	Scholastic
2.0-3.1		Take 12/Action Plays	Scholastic
2.0-2.9		The Fallen Angel & other stories	Scholastic
3-12		Reading Lab III A	S.R.A.
3-5		Spelling Lab III A	S.R.A.
3-12		Reading for Understanding	S.R.A.
3-8		Classroom Reading Clinic	Webster - McGraw-Hill
4&6		Reference DDD and FFF (Study Skills)	E.D.L.

Work Books and Skillbooks

Approx. Reading Level		Publisher
2-3.5	Morgan Bay Mysteries	Harr Wagner
1-3	Deep Sea Adventures	Harr Wagner
2.5	Checkered Flag	Harr Wagner
4-5.5	Wildlife Adventures	Harr Wagner
3-4-5	Teenage Tales	Harr Wagner
7-8-9	Success in Reading	Silver Burdett
1-12	Readers Digest Skill Books	Readers Digest
4-5-6	Spectrum of Reading	Macmillan
3-7	Step up Your Reading Power	McGraw-Hill
1.5-6.5	Reading for Concepts *Comprehension	McGraw-Hill
3-8	Kaleidoscope Readers	Field Education
1-6	Specific Skills Series *Word Recognition	Barnell Loft
	Periodicals	
2-3	Know Your World	
3-4-5	You and Your World	
4-5-6	Scope	
7-8-9	Read	
6-9	Oregonian	
4-12	Paperbacks	
Jr. & Sr. High	Magazines	
	Scope Skillbooks	Scholastic
4-6	Wide World	Scholastic
	Dimensions	Scholastic
	Spotlight	Scholastic
	Trackdown	Scholastic
	Sprint	Scholastic
	Across and Down	Scholastic
	Word Puzzles and Mysteries	Scholastic
	Countdown	Scholastic
	Jobs in Your Future	Scholastic
	Scope Visuals	
1-5	Reading, Vocabulary, Observation, Sequence, Reasoning	Scholastic
6	Vowel Crosswords	Scholastic
7	Consonant Crosswords	Scholastic
8	Language Usage	Scholastic
9	Word Attack	Scholastic
10	Word Power	Scholastic
1.5-4.5	Mott Basic Language Skills	Media Research
6-7	Advanced Skills in Reading I	Macmillan
7-8	Advanced Skills in Reading II	Macmillan
7	Basic Goals in Spelling	Webster McGraw-Hill
1-3	Dr. Spello	Webster McGraw-Hill
1-3	Conquests in Reading	Webster McGraw-Hill
1-6	Reading Success Series	American Education
4-5-6	Springboards	Portal Press
	Reading	
	Social Studies	

Word Games

Ad-Lib, Anagrams, Play on Words, Perquackey, Probe, RSVP, and Scan

READING COORDINATOR'S ROLE

1. To do additional testing of those students teachers are concerned about in the program.
2. To assist in diagnosing and prescribing for individuals or groups of students.
3. To help the teacher map out directions to go with individuals or groups of students.
4. To help make materials available.
5. To be available to demonstrate use of materials.
6. To assist in organizing the administration of Bond/Balow/Hoyt test and the Parkrose Reading Competency test.
7. To make arrangements to correct and graph the Bond/Balow/Hoyt test.
8. To organize the final test data to present to the Board in the spring and in the fall.
9. To get information from sixth grade teachers.
10. To meet with the seventh grade block teachers and the eighth and ninth grade English teachers for a joint plan session frequently.
11. To coordinate the Reading budget for grades 7, 8, & 9.

7th, 8th, and 9th GRADE READING TEACHERS' ROLE

1. To teach seventh grade reading five consecutive days for 45 minutes in length each, per week.
   To arrange a skill day, free reading day, activity day and group day.
   To teach eighth and ninth grade reading two consecutive days per week for 45 minutes each in length.
   To arrange for individual skill days, free reading days and activity days plus elective reading class for the second and third nine-week periods in the year.
2. To discuss with each student his test scores--areas of strengths and weaknesses--in the fall and spring.
3. To report on progress to parents three times during the year--first nine weeks, semester, and end of year report.
4. To have frequent joint plan sessions with the reading teachers and coordinator.
5. To administer the reading tests in the fall and spring.
6. To determine needs of reading program in November to meet the budget deadlines for the following year.
7. To take inventory of reading materials at the end of the year.